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ABSTRACT

This manual is designed to familiarize adult basic education (ABE) teachers with the special needs of deaf individuals and strategies for integrating deaf students into ABE classes. The manual is prefaced with a brief discussion of the Comprehensive Program for the Deaf of the Columbus Speech and Hearing Center in Columbus, Ohio. The following topics are discussed in the manual's five sections: the special auditory, language, communication, experiential, educational, social, psychological, vocational, economic, and cultural needs of deaf students; deaf culture; communication; procedures for using an American Sign Language (ASL) interpreter; and classroom strategies. Appendixes constituting approximately 60% of the manual contain the following: information about the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; discussion of the types, causes and effects of hearing loss; names/addresses of Ohio Alliance of Community Centers for the Deaf and offices of the Ohio Rehabilitation Services Commission; list of 21 books, series of books, and other resources; information about ASL and the Registry of Interpreters for the Deaf Code of Ethics; names/addresses of 41 national organizations serving deaf people; and chart illustrating the ASL manual alphabet. (MN)

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ED 388 770

FILLING THE GAP:

A MANUAL FOR INTEGRATING THE DEAF ADULT INTO ADULT BASIC EDUCATION CLASSES

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Filling the Gap:

A Manual for Integrating

the Deaf Adult into Adult Basic Education Classes

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This manual was developed by Richard Haffner, Joanne Shannon, Marlan Katie Toman and Marguerite Tucker who are staff members of The Comprehensive for the Deaf, a program of the Columbus Speech and Hearing Center in Columbus, Ohio.

June 1992

(revised June 1995)

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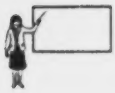


PREFACE

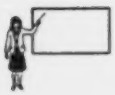
The Comprehensive Program for the Deaf (CPD), a department of the Columbus Speech and Hearing Center located in Columbus Ohio, is a vocational rehabilitation program that has the goal of assisting deaf people to become productive and successful members of a competitive working society.

Since 1971, CPD has served more than 1400 deaf individuals and has maintained a 98 percent placement rate for clients completing the program. CPD is the only comprehensive vocational rehabilitation program in the State of Ohio to exclusively serve deaf individuals.

Clients referred to CPD receive a variety of highly specialized services to prepare them for competitive employment and independent living. The typical age of the clients is between 18 and 24 years of age. An average of 25 clients are in the program at any given time and most are enrolled for six months. The CPD staff consists of both deaf and hearing professionals with training in the fields of deafness, deaf education, rehabilitation, guidance and counseling.

There are three major phases of CPD which are individualized for each client's needs. Work Evaluation is a phase designed to assess the abilities, aptitudes and interests of the client and to help select an appropriate job goal. An in-depth evaluation is conducted regarding the client's ability to relate with his peers and supervisors, attitude toward constructive criticism and job responsibilities, and communication skills.

The second phase, Work Adjustment, is designed to develop or reorganize the client's patterns of social and work behaviors. There are several emphasized objectives: to assist the clients in accepting and adjusting to a realistic work environment; to help them with their vocational, social and emotional growth; and to familiarize them with vocational opportunities.



The overall goal is to determine a feasible vocation based on the client's potential. One component of this phase is the Independent Living Skills Class which is designed to enhance the client's level of functioning. Emphasis is placed on English vocabulary enrichment, survival mathematics, money management, communications skills, effective interpersonal interaction, grooming and hygiene, problem solving, time management, work behaviors and public transportation. The second component of Work Adjustment is Community Work Experience which involves clients experiencing actual jobs at various work sites in the Columbus area. The purpose of the work experiences is to help clients make the best vocational decision based on their own experiences.

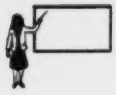
The final phase of CPD is Job Seeking Skills/Job Placement Services. These components provide assistance in all facets of obtaining employment and result in placement on a selected job. Since 1985, more than 120 different companies have participated in employing CPD graduates.

Throughout the past 22 years of operation, the staff of CPD has observed the direct relationship between a client's success in life and their level of independent skills. Frequently, an individual who is deaf could up-grade their level of independence by attending Adult Basic Education classes. Experience has shown that often these classes are difficult for the deaf adult to access due to language and communication differences.

Through funds provided by the Ohio Department of Education under Section 353 of the Adult Education Act, P.L. 100-297 as amended, the staff of CPD was able to develop and deliver four workshops in Ohio in late 1991 and early 1992. The workshops were presented in Ashtabula, Dayton, Marion and Zanesville with the purpose of providing a better understanding of deafness and how to integrate the individual who is deaf into an Adult Basic Education class. Specific topics covered in the one-day workshops were the Deaf Community, Deaf Culture,

Language Differences, the use of a sign language interpreter and classroom strategies.

The same funds as mentioned above, were used to produce and disperse this manual, Filling the Gap: A Manual for Integrating the Deaf Adult into Adult Basic Education Classes, as a resource for Ohio's Adult Basic Education teachers.



INTRODUCTION

The intent of this manual is to familiarize Adult Basic Education teachers with the special needs of deaf individuals. In order to achieve this goal a variety of topics, some directly related to the actual classroom special needs, must be discussed. In the following pages information will be provided answering a myriad of questions:

What is so different about the deaf student?

What is "Deaf Culture"?

How do deaf people communicate?

How does one use an America Sign Language interpreter?

What are the strategies to employ in an ABE classroom to integrate the deaf student?

The reader is urged to read this manual cover to cover. Understanding the various aspects presented is extremely important in successful integration.

Although there is difference between the meanings of deaf, hearing impaired and hard of hearing, the term "deaf" will be used in this manual to be all inclusive. The heterogeneity of the individual groups is recognized by the authors. Also, when the term "deaf" is capitalized, it is meant to refer only to those individuals who identify themselves as Deaf and are members of the Deaf Community.

WHAT IS SO DIFFERENT ABOUT THE DEAF STUDENT?

In order to work effectively with an individual who is deaf, one needs to fully comprehend the spiraling effects of deafness on the individual. When a discussion of deafness is held, it is important to bear in mind that approximately 90 percent of deaf people are born to hearing parents who do not know or use any form of sign language. The following scenario is a good example of the spiraling effects of what begins as a simple lack of hearing (see page 8 for "Spiraling Effects of Deafness" illustration).

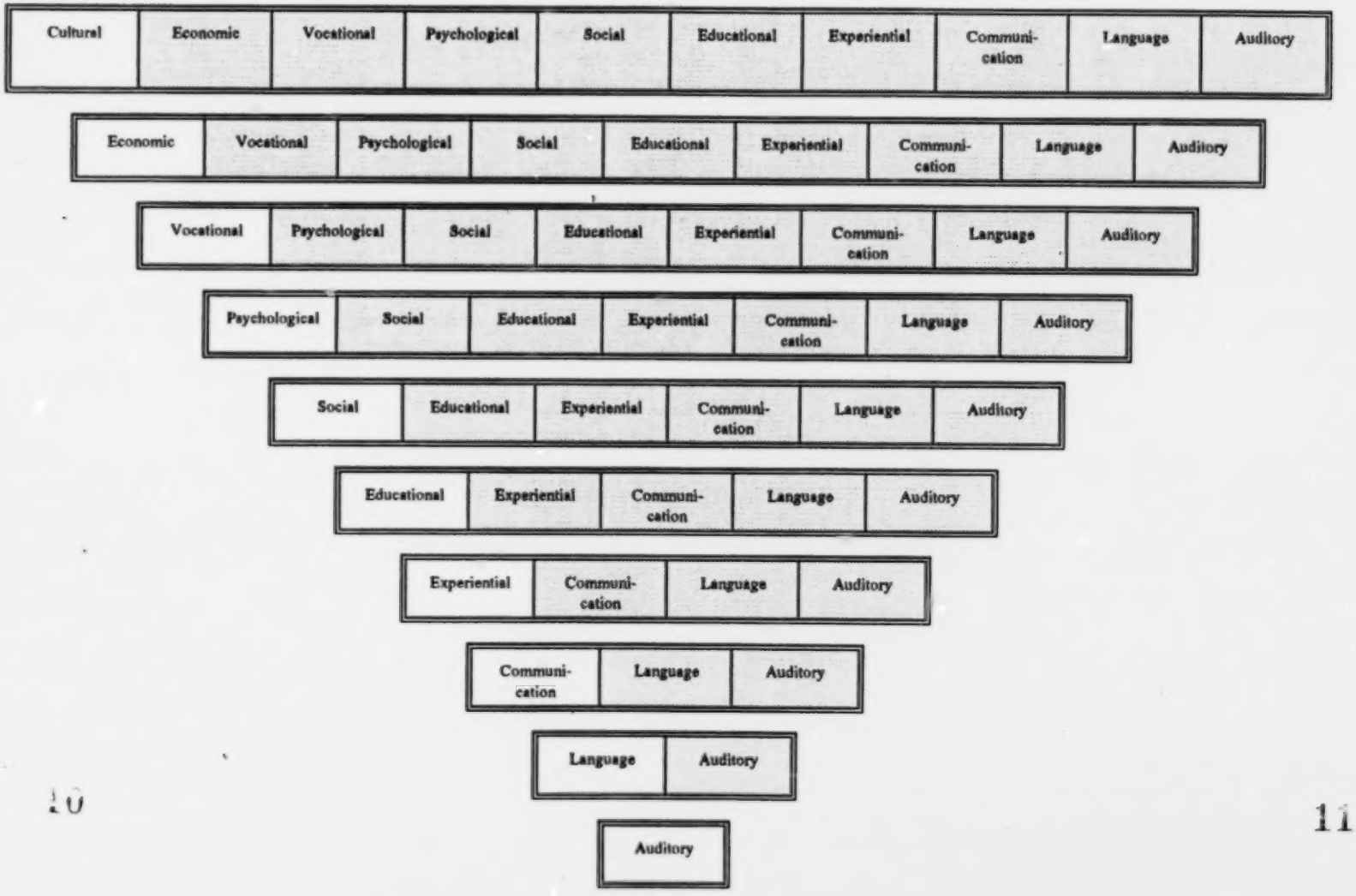
Auditory

Starting life without what is considered normal hearing in a family where an oral/aural language is used is difficult. The infant is receiving little to no form of auditory input and is not receiving the typical impetus of language development. Considering that language development begins on day one for an infant, the deaf child is born with a disadvantage. However, if from birth a language were employed that is visual/gestural, the deaf child would have normal language and cognitive development. This scenario continues as it generally does for many deaf people with no such use of a visual/gestural language.

Language

The first effect of not receiving auditory input in an oral/aural environment is severely delayed language and cognitive development. A child with normal hearing begins to babble before the age of one, then develops receptive language skills, expressive language skills and by school age has a vocabulary of approximately 14,000 words. On contrast, the deaf child

SPIRALING EFFECTS OF DEAFNESS



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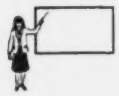


has long since stopped babbling and has not developed a means of understanding the world around him nor a means for expressing himself. By school age, the deaf child usually has less than one-tenth of the vocabulary of his hearing peers.

Communication

The next effect is obviously on communication. Because this child has no language skills, he is not able to communicate his wants, needs, nor feelings with those around him. He does not understand much of his physical environment and he especially does not comprehend abstract ideas such as cause and effect or time. Matters concerning life (i.e., money management, interpersonal skills, etc.) are certainly not observed since input is not received.

By the age of four to six, the parents can no longer overlook or excuse their child's obvious difference and, upon confirming the hearing loss, begin seeking alternative communication methods (usually oral/aural therapy is recommended by the professionals with whom parents tend to be in contact). The parents cannot be faulted for wanting to fit the child into their world and choosing what they believe to be the best remedy. However, for a truly deaf child, oral/aural therapy is overwhelmingly unsuccessful.

Experiential

The next area of development effected is experience. Consider that 80 percent of an adult's knowledge is gained without specific one-on-one education. Many lessons are learned by hearing people vicariously (i.e., overhearing friends, family, lectures, news media, etc.). This is not something to which deaf people have access.

An example of this lack of experience would be planning a family vacation. If there is no language with which to communicate, the child is not learning to plan ahead or budget money for the upcoming event. For him, the vacation just occurred; without thought or special arrangements. Clearly, the lack of communication limits the child's experiences.

Educational

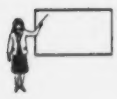
When you consider what has been effected thus far for a deaf child, it follows that their education would not be typical. This is evident from the national average reading level for a deaf high school graduate which is around the fourth grade. Factors effecting the lack of achievement in reading are the inability to learn through phonetics, lack of vocabulary exposure and general language delay.

This situation could be likened to a person with average hearing and English competency trying to learn and read the Japanese language without ever hearing it, and this would be with the benefit of having a native language in place (something many deaf people do not have).

Naturally, since the deaf child's English skills are delayed, the other subject areas are often effected. Lectures and discussions may be interpreted, however all text books are in English. Math is an exception; deaf people tend to be able to keep up with their hearing peers in this area.

Social

The deaf child often is not developing socially at the expected rate. Some reasons for this delay include: the family, through lack of communication and perhaps not accepting the disability, is not providing a satisfactory role model; if the child attends a Deaf school or large



Deaf program they are learning a different culture than that of their family. This delay in the development of social skills/awareness commonly disappears once the deaf child is older and socializes within the Deaf community.

Psychological

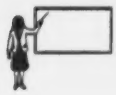
Healthy feelings of self-worth and value are gained through positive experiences and exchanges with others. Thus far, in this example, the deaf child has met frustration, misunderstanding, constant required effort for simple communication and feelings of isolation and exclusion. Consequently, this child has poor self-esteem and desires a place in this world for himself.

Vocational

The problems of unemployment and under-employment are statistically higher in the Deaf community than that of the hearing community. Because of educational retardation, communication differences, lack of skills, lack of vocational options, and the attitudes of employers (i.e., exaggerated concerns regarding safety and communication), it is easy to understand the vocational predicament of people who are deaf.

Economic

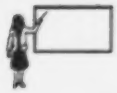
On a national average, people who are deaf earn less than people with normal hearing. Weighing all of the past-noted obstacles to the traditional deaf child becoming an adult, it is no surprise that his earning capacity is restricted. Entry-level jobs with little to no requirement for reading often do not pay well.



Cultural

Viewing a deaf person from the hearing world's perspective, cultural activities and performances are not something to which the deaf person is exposed. The operative phrase here is "the hearing world's perspective". The world of the Deaf, as it is becoming more cohesive and more able to employ various communication modes (tele-communications, video and print), is rapidly developing its own history of theatrical performances, dance, poetry, story-telling, art, and literature. This fact is giving new meaning to the Deaf Culture as it is preserved and passed down from generation to generation.

By reviewing the past few pages, it is hoped that the difference between the typical deaf student and the typical hearing student has been noticed. Please understand the intent of the authors, this is not intended to be a pejorative view of a person who is deaf. Many if not all of the differences can be prevented if, back at step one, a language is used that does not demand the sense of hearing.



DEAF CULTURE

Before looking at Deaf Culture in particular, a simple definition of "culture" seems in order. "Culture" is a design for living--what people know, believe and do in a manner acceptable to its members. The people have a shared experience, language, knowledge and value system. This design for living is influenced by the environment and circumstances in which the people find themselves, and it is passed on to the next generation through the shared language. Through this passing of culture, the language and culture become interdependent and inseparable.

The American Deaf Culture is primarily comprised of people who have adapted to an environment void of usable sound and speech. This culture has developed a language that is not oral/aural based, rather it is visual/gestural in nature. Therefore, an identifiable cultural boundary has been drawn on this environmental difference. Not only is this language--American Sign Language--a boundary but it is certainly one of the requirements for membership. Interestingly, a mere ten percent of deaf people are born to deaf parents, hence the vast majority of Deaf people learn ASL from their peers at school.

Many of the characteristics particular to the Deaf Culture are not unique to the Deaf Culture, but they are different from those of the majority culture. Rules of social interaction among the Deaf are different from those of the hearing culture. Some of those differences include: introductions, interruptions, taboo subjects (i.e., majority culture's taboo subjects of sex and religion), attention getting and social status.

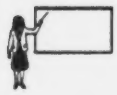
Membership in the culture is based heavily on "attitudinal deafness" and not on the actual hearing loss. This is an integral component of membership as someone who identifies himself

as being 'hearing impaired' and not 'deaf' would not qualify for membership. This delineation leads many Deaf people to seek social linkages within the Deaf community. Even romantic relationships and marriages of many Deaf people are endogamous (Deaf with Deaf).

There is a social structure within the Deaf Culture that is entirely self-directed. An example of this would be the preponderance of organizations: National Association of the Deaf (political), National Fraternal Society of the Deaf (insurance), American Athletic Association of the Deaf (sports), Gallaudet Alumni Association (Gallaudet is a university for the Deaf), Silent News (newspaper), Deaf Life (magazine) and numerous other national, state and local organizations. Being independent of (not rid of) the hearing community is a goal of the Deaf Community. (A more complete list of national organizations serving deaf people is found on page 83).

When the average person thinks of "culture" visions of the fine arts come to mind. The Deaf Culture too has these expressions of creativity. Deaf plays, poetry, stories, histories, and humor all bring to life the daily living patterns of the average Deaf American. There is a long tradition of visual art and many noted Deaf artists in the fields of sculpture, painting and graphics. All of these reflect the shared values and experiences of the Deaf. Also, there are now undergraduate and graduate programs aimed at studying the language, history and culture of the Deaf. Furthermore, ASL is now being accepted to fulfill the requirement for foreign language study in many high schools, colleges and universities.

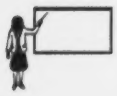
The various assistive devices used by deaf people also differentiate the cultures. The use of Teletypewriters (TTYs) or Telecommunication Devices for the Deaf (TDDs), Closed-Caption Decoders, flashing doorbells, flashing and/or vibrating alarm clocks, and flashing sensors for fire/smoke, a baby's cry and other audible signals are commonplace among Deaf people.



The Deaf Identity is probably the most abstract and yet important part of the Deaf Culture. Deaf people see themselves as whole people, not broken or impaired hearing people. That sense of identity helps them negotiate with the world at large. By becoming bi-lingual (ASL/English) and bi-cultural (Deaf/Hearing), Deaf people are able to jump between two different worlds and derive the benefits each has to offer. The Deaf world offers a place of community, open communication and belonging while the hearing world offers the necessities of work, government and social service.

Although there have been many Deaf people successful in moving between the Deaf and hearing worlds, the Deaf Community still suffers from oppression. Many people perceive Deaf people as the proverbial "deaf and dumb", openly deny them equal access and even prohibit the use of ASL. This oppression has a cohesive affect among the Deaf much the same as oppression affects any minority.

In summary, the idea of Deaf people as a cultural entity rather than an isolated people with hearing impairments is new to mainstream society. These attitudes are slowly changing as Deaf people become empowered, take control over their lives and take pride in their culture.



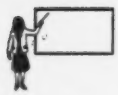
COMMUNICATION

In discussing the different ways deaf people communicate, it must first be pointed out that there are two different modalities in which to communicate--oral/aural and visual/gestural. The modality of oral/aural communication consists of the use of the senses of hearing and sight and the mechanisms for producing speech. The modality of visual/gestural communication consists of the use of the eyes, hands, face and body.

There are deaf people who for various reasons employ the oral/aural method of communication. Perhaps the individual has a slight hearing loss and the use of sign language is not indicated. There are others who believe that the use of sign language is not desirable and that to function as much as possible like a person with average hearing is preferable. These individuals, plus others with different reasons, employ the use of speech and speech-reading as their preferred mode of communication. To interact with a person who exercises this choice, there are a few issues to take into consideration to make the situation as conducive to communication as possible. These are covered in the section titled Classroom Strategies (see page 25).

The visual/gestural mode of communication, and the one the bulk of this section will address, is preferred by many deaf people. Within this category there are several different sign and gestural systems and the most widely known ones will be discussed.

American Sign Language (ASL), the favored language of Deaf people in the United States and Canada, is a language that is completely independent of English. Within the past 25 years, linguists have begun close analysis of ASL and have found that it meets the criteria for being a language (i.e., it has its own syntax). Different hand-shapes, facial expressions and



body movements can be likened to words and voice intonations in spoken languages. Most importantly, the language is shared by a group of people and is passed from generation to generation. Many Deaf people learned ASL secretly at school from their peers as it used to be considered bad English and was never permitted in the classroom. For an in depth look at ASL, please see Appendix G on page 75.

Since people who use ASL and people who use English have come into contact with one another, a contact or pidgin medium of communication has emerged like Yiddish has come from the contact of Hebrew and German speaking people. Pidgin Signed English (PSE) will be the term used for purposes of discussion. PSE has a continuum of definition, anything from conceptually accurate ASL signs used following English syntax to the production of the spoken English word and ASL signs in English syntax simultaneously. The ASL and English skill levels of the people communicating, the topic of discussion, other people involved and who initiated the conversation tend to determine which end of the continuum is used.

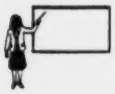
Another set of systems that is used, mainly in educational settings but can be found elsewhere, is Manually Coded English (MCE). MCE usually entails taking ASL root signs and modifying them in different ways to incorporate more English-like features. This may include changing the hand shape of the sign, adding contrived movements to a sign to show English inflection (ASL does not inflect in the same manner as English) and using other contrived signs for completing the surface structure of an English sentence (ex., articles). Popular forms of MCE are Seeing Essential English (SEE I), Signing Exact English (SEE II) and Signed English.

Setting aside the common understanding of sign language leaves a few other visual/ gestural forms of communication. The Rochester Method, named after a deaf school in Rochester, New York, is fingerspelling every word as one speaks it. Another form of

communication is Cued Speech. This involves a set of hand-shapes and movements around the mouth to indicate differences in sounds that look alike on the mouth (i.e., "b" and "p"). One would speak English and incorporate these movements simultaneously.

Except for ASL, all of the different communication methods covered have emerged from the desire to teach English to deaf people. To date, true ASL has not been used for educating deaf people, save a scant few programs. Many deaf people do not have solid ASL or English skills due to the use of various modes of communication none of which are actual languages. Incidentally, English-based modes are typically employed first and for several years, usually past the prime time of language acquisition which causes the problem. Many linguists and teachers of deaf people are now recommending a bi-lingual approach which would emphasize the development of ASL and English. As all languages reflect the cultures of the people who use them, ASL is a naturally developed and changing language which reflects the American Deaf Culture. The culture's values, traditions and heritage are kept alive by this beautiful and expressive language that is finally beginning to gain the respect and use it deserves.

There are a variety of ways deaf people communicate and knowing a person's preferred mode of communication leads the teacher to make different accommodations (for a look at the recommended accommodations, see Classroom Strategies on page 25). Teachers who are aware of these accommodations will be more successful with the integration of the deaf person into the ABE class.



HOW DOES ONE USE AN AMERICAN SIGN LANGUAGE INTERPRETER?

An American Sign Language Interpreter is a professional service provider. His duties can be described in the following way: provide a spoken English interpretation of a signed message; provide a signed interpretation of a spoken English message; provide a signed translation of a written English message; provide a written English translation of a signed message. The interpreter is constantly bridging the cultural differences between the deaf and hearing consumers and is adhering to a professional Code of Ethics. In general, interpreters may be found by contacting a Community Center for the Deaf (for a Center near you, see Appendix D on page 67) or a local Rehabilitation Services Commission/Bureau of Vocational Rehabilitation office (for an office near you, see Appendix E on page 69).

Knowing what an interpreter does is as important as knowing what an interpreter does not do. The following actions should never be taken by a professional interpreter: interjecting personal opinions, advice or comments; "help", "teach", or "tutor" a deaf consumer (the interpreter only facilitates communication, much like a telephone); edit a message from either a deaf or hearing consumer (<u>everything</u> heard is signed and <u>everything</u> signed is spoken); volunteer (one should not expect a professional interpreter to provide services at no cost {in 1992 the range of fees for interpreters was $10 to $40 per hour, depending on skill and experience}); reveal information (everything is confidential--even the fact that the service is being provided). The Registry of Interpreters for the Deaf, Inc., has a Code of Ethics that most interpreters, whether members or not, follow and this Code is found in Appendix H on page 79.

Now that it has been said what an interpreter does and does not do, it would be beneficial to know how to actually use the interpreter in the classroom. The discussion that follows will

highlight many of the major issues. A professional interpreter is aware of these and will most likely discuss matters of importance with the teacher before the class(es) begin. It is a good idea to spend time with the interpreter to clarify roles and expectations.

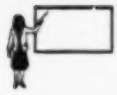
Always speak directly to the deaf person as you would anyone else. Use the first-person pronoun; such phrases as "tell her" and "ask her" are very confusing while in the process of interpreting. Likewise, when the interpreter provides the teacher with the spoken English interpretation he will use the first-person pronoun.

Allow the interpreter to stand near whomever is speaking in order to allow the deaf person to see both the interpreter and speaker at the same time. This will give the deaf person an opportunity to draw subtle inferences from the actual speaker as well as the interpreter.

Always try to position the interpreter against a solid background. Avoid backgrounds of clutter or visual noise, including bookshelves, print wallpaper and windows.

Expect and allow the interpreter to take breaks every 20 to 30 minutes. If the presentation/lecture will be more than one hour in length, two interpreters will be needed. The interpreter who is not signing in a team situation is still working; they are simultaneously monitoring the spoken and signed messages for accuracy and providing the signing interpreter with any missed information. A side note, not only do the interpreters need breaks, but the deaf person does too. Listening with one's eyes necessitates the use of muscles (unlike aural listening) and rests are important.

While the speaker is being interpreted, it is encouraged that a normal rate of speech be used. If there is a time when the rate is unmanageable or some information is missed, the interpreter will inform the speaker. Some points to bear in mind include: when reading keep a normal rate of speech and when listing names use pauses in between the names as the



interpreter is having to spell each name.

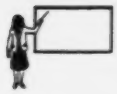
In group discussions, remember that the interpreter needs to identify each speaker since the deaf person cannot notice the change in voices. Also, an interpreter cannot interpret if more than one person is speaking so turn-taking is important when having group discussions involving an interpreter.

Be sure to check with the deaf person if he is comfortable with the interpreter being provided. The teacher may be satisfied but the deaf person has an equal right to be satisfied. Each interpreter has his own style and skill level, so no one interpreter is right for every person.

Any written material that will be used in the class, whether given to the students or just used by the teacher, should be copied and given to the interpreter. This will allow him to prepare for the class and provide a more accurate interpretation. Additionally, any obscure concepts or vocabulary that a lay person would not know should be explained to the interpreter, again for the sake of clarity.

A final important note, the deaf student is not able to listen to the interpreter and read printed material at the same time. If the teacher refers to printed material, enough time should be given for the deaf student to read the material and then return his focus to the interpreter.

All concerns presented here are common to most situations. It may be that an interpreter has other concerns that have not been presented. However, it is the interpreter's responsibility to make the situation as conducive to clear, accurate interpretation as possible. All that is asked of the deaf and hearing consumers is to be flexible and to remember that two-way communication is the purpose of an interpreter.



CLASSROOM STRATEGIES

The integration and accommodation of a deaf student in the ABE class is most successful when planned jointly by the supervisor, teacher and student. Consideration should be given to all phases of the schooling: registration, instruction, discussion and testing. Strategies for integrating a deaf person into the class benefit all students. Collaborative communication between the deaf student and the teacher is critical to academic success. Accommodations differ for each situation depending on the deaf person's academic skills and communication preferences. Equal access to spoken and written information is a deaf student's right. Reasonable accommodations for meeting the needs of qualified deaf persons are federally mandated (see Appendix A on page 37, and Appendix B on page 57).

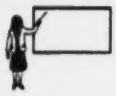
I. BEFORE THE FIRST CLASS

A. Read this manual from cover to cover to familiarize yourself with the different issues that may present themselves.

B. Investigate the materials suggested for use with deaf students as presented in Appendix F, page 71.

C. Hold a meeting for your supervisor, the student and yourself to discuss the best ways to facilitate integration. Hire an interpreter for this meeting so that open communication is established.

D. Learn if the student uses a hearing aid and when the last hearing aid fitting and selection were performed. If it has been several years, suggest that an evaluation be scheduled because many advances have been made in the last few years and



there may be a more appropriate choice of aids. If the student is linked with BVR, inform the student to contact the counselor for assistance.

E. **Discuss with the student his preferred mode of communication. If he prefers the use of an interpreter, be prepared to provide an interpreter at every class or individual meeting henceforth and follow the guidelines suggested in this outline. Also, read again the section "How Does One Use an American Sign Language Interpreter". Consider taking a basic sign language course.**

F. If the preferred mode of communication is oral/aural, follow the guidelines suggested in this outline.

II. FIRST DAY IN CLASS

A. Provide name tags for everyone.

B. Familiarize the student with the building.

C. Affirm your commitment to communicating clearly and encourage the student to let you know if your communication is unclear.

D. Discuss with the interpreter any necessary accommodations.

III. REASONABLE CLASSROOM ACCOMMODATIONS

A. Arrange for another student adept in taking notes to volunteer to duplicate class notes for the deaf student.

1. Using only the front of each page allows for clarifying remarks to written on the back, if necessary.

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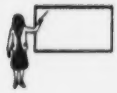


2. Each page should be labeled with the page number of the text, title of the presentation and dated.
3. Black ink is easier to read and makes better copies.
4. A good, clear outline with major points and vocabulary (all in complete sentences) is better than a word-for-word record.
5. Notes are taken as if the deaf person were not attending the class. Do not assume the person knows or understands something because he was present.
6. Important points should be underlined, capitalized or otherwise marked.
7. Each speaker's name should be included next to statements, questions and answers.
8. Abbreviations should not be used in the notes, unless they are explained to the student.
9. Specific information about future classes and outside responsibilities should be emphasized clearly in the notes.

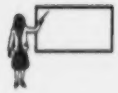
B. Accommodations for lecturing.

1. Do not pace--allow the deaf student to see the front of you at all times. Also be sure to have a plain background for your lectures; visual noise behind you will fatigue the student's eyes.
2. Speak clearly but do not over-enunciate.
3. Use facial expressions and body language to communicate emotion of message such as displeasure or approval.

4. Be prepared to repeat and rephrase information.
5. Do not talk with your back to the students while writing on the blackboard.
6. Offer frequent breaks to lessen visual fatigue.
7. Have the student sit near you.
8. Provide copies of overhead projections to the student.
9. Provide handouts to the student before lecture begins.
10. Outline any information possible.
11. Write topic changes on the board.
12. Incorporate as many visuals as possible (e.g. charts, graphs, captioned {subtitled} videos).
13. If demonstrating something, allow enough silent time for the student to look at the demonstration and then return focus to you.
14. Remove obstacles from your face--moustache, pencil in mouth or cigarette.
15. Never turn out lights totally; use a small light so the student can still see.
16. If student misunderstands a question or statement, restate it using different words.
17. Get feedback at the end of each class and ask open-ended questions, such as "What do you think?".

C. Accommodations for group discussions and group activities.

1. Allow the student to arrange seating for the best sight line(s).



2. Always indicate, by pointing to, each speaker as they change and allow the deaf person to look at them before they start to speak. Turn-taking is key to successful group discussion.
3. Seat everyone in a circle or horseshoe. This will allow the deaf student to see everyone easily.
4. Watch for the deaf person's desire to contribute.
5. Have discussion in a quiet, well-lit room.
6. If there is more than one deaf student, seat them together.

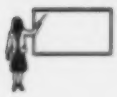
D. Accommodations for testing.

1. If sign language is the preferred mode of communication, allow the interpreter to interpret the test if content is what is being tested (not testing English reading skills).
2. Administer the test vocally to the student. This may provide them with a better chance of understanding the question than reading it.

IV. GETTING THE STUDENT'S ATTENTION

A. Ask the student how he prefers to be approached.

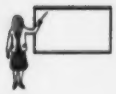
B. Consider use of flashing the lights or tapping the desk or floor instead of aural signals.



V. ACCOMMODATIONS FOR SAFETY ISSUES

A. Develop a buddy system--have another student alert the deaf person in emergency situations.

B. Install flashing lights to work in conjunction with audible alarms.



CLOSING REMARKS

Now that the reader has completed this manual, it is hoped that the attachments are read as well. There is a wealth of information provided and it is only beneficial when read and put to use to integrate the deaf student into the Adult Basic Education class.

To close, the authors strongly believe that securing an ASL/English interpreter to facilitate communication is always the best situation when teaching a deaf student whose preferred mode of communication is sign language. However, it is understood that hiring an interpreter may not always be possible due to the unavailability of interpreters or the lack of funding. Though these are very real obstacles, every effort should be made.

APPENDICES

APPENDIX A--PUBLIC LAW 504

Preface

In enacting Section 504 of the Rehabilitation Act of 1973, Congress recognized that many individuals with handicaps have been victims of discrimination that has denied them an equal chance to lead full and productive lives. As a result of Section 504, individuals with handicaps now receive better and more integrated educational services which, in turn, enable them to fully develop their potential.

Eliminating discrimination against individuals with handicaps represents a major national commitment. The Office for Civil Rights recognizes that effective enforcement of Section 504 provides an important opportunity to bring millions of individuals with handicaps into the mainstream of American life.

The Rights of Individuals with Handicaps Under Federal Law

As part of the Rehabilitation Act of 1973 (Public Law 93-112), Congress enacted Section 504, the first Federal civil rights law protecting the rights of individuals with handicaps. Section 504 provides that "no otherwise qualified handicapped individuals in the United States...shall, solely by reason of...handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

On May 4, 1977, the Department of Education's predecessor, the Department of Health, Education, and Welfare, issued the final regulation implementing Section 504. The regulation

became effective June 3, 1977. On May 9, 1980, the Department of Education adopted the same regulation.

The regulation applies to all recipients of Federal financial assistance from the Department of Education. Recipients include state education agencies, elementary and secondary school systems, colleges and universities, libraries, vocational schools and state vocational rehabilitation agencies.

Section 504 covers only those persons with handicaps who are otherwise qualified to participate in and benefit from the programs or activities receiving Federal financial assistance. This coverage extends to persons who have handicaps as well as persons who have a history of a handicapping condition and persons perceived by others to have a handicap. An individual with handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, seeing, hearing, speaking, breathing, learning, and working.

The term physical or mental impairment includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction and developmental aphasia. In accordance with a formal opinion issued by the Attorney General on April 12, 1977, alcoholism and drug addiction are also handicapping conditions[1].

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[1]Although alcoholism and drug addiction are handicapping conditions, the 1978 amendments to the Rehabilitation Act of 1973 (Public Law 95-602) clarified the status of alcohol and drug abusers as they relate to employment by stating that the term handicapped "...does not include any individual who is an alcoholic or drug abuser and whose current use of alcohol or drugs prevents such individual

The regulation requires all recipients that employ fifteen or more persons to adopt grievance procedures that incorporate appropriate due process standards and provide for the prompt and equitable resolution of complaints alleging discrimination on the basis of handicap in any action prohibited by the regulation. However, the procedures need not be established with respect to complaints from applicants for employment or applicants for admission to postsecondary educational institutions.

Program Accessibility

In accordance with the Section 504 regulation, no qualified individual with handicaps shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity because a recipients's facilities are inaccessible or unusable. The Section 504 regulation requires all recipients of Federal financial assistance from the Department of Education to operate their federally assisted programs or activities so that when viewed in their entirety they are readily accessible to individuals with handicaps.

The regulation also requires that recipients adopt and implement procedures to ensure that interested persons, including persons with impaired vision and hearing, can obtain information as to the existence and location of federally assisted services, activities, and facilities that are accessible to and usable by individuals with handicaps.

The regulation contains two standards to be used in determining whether a recipient's programs and activities are accessible to individuals with handicaps. One standard deals with

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from performing the duties of the job in question, or whose employment by reason of such current alcohol or drug abuse, would constitute a direct threat to property or the safety of others."

"existing" facilities; the other deals with "new" construction. The term "existing facility" means the facility was in existence or in the process of construction before June 3, 1977, the effective date of the regulation. The term "new construction" means ground breaking took place on or after the effective date of the regulation.

The standard for a facility existing before June 3, 1977 requires that federally assisted programs or activities operated in that facility must, when viewed in their entirety, be readily accessible. This standard does not require that every facility or part be accessible, so long as the program as a whole is accessible.

Thus, recipients need not make structural changes to facilities which existed before June 3, 1977, where other alternative methods are effective in making programs and activities accessible, so long as priority consideration is given to offering the programs or activities in the most integrated setting appropriate.

One example of an alternative method in an educational institution would be the relocation of classes, activities or services to an accessible site. Facility alteration or new construction is required to achieve program accessibility only if sufficient relocation of classes, activities or services cannot be housed in an existing facility.

In meeting the objective of program accessibility, a recipient must take precautions not to isolate or concentrate handicapped persons in settings away from non-handicapped participants, since the regulation prohibits unnecessary segregation of people with handicaps. As an example, it would be a violation to make only one facility or part of a facility accessible if this resulted in segregating persons with handicaps.

On the other hand, the regulation requires that all new construction begun after June 3, 1977, as well as alterations which could affect access to and use of existing facilities, must be designed and constructed so as to make facilities accessible and usable by individuals with handicaps. Design, construction, and alteration of facilities in conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" [ANSI A 117.1-1961 (R1971][2] would provide program accessibility, and constitute compliance with the requirement for new facilities and alterations. However, departure from the ANSI standards by use of other methods is permissible as long as equivalent access to a facility is provided.

Preschool, Elementary and Secondary, and Adult Education

The Section 504 regulation applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of, such programs or activities.

For purposes of public educational services, a qualified handicapped person is an individual with handicaps who is:

1. of such age during which persons without handicaps are provided such services,
2. of any age during which it is mandatory under state law to provide such services to handicapped persons, or

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[2]The ANSI standards were revised in 1980. However, the regulation requires compliance only with the 1971 ANSI standards, copies of which may be obtained from the American National Standards Institute, Inc., 1430 Broadway, New York, New York 10018.

3. a person for whom a state is required to provide a free appropriate public education under the Education of the Handicapped Act.[3]

Each recipient that operates a federally assisted public elementary or secondary education program must provide a free and appropriate public education to each qualified person in its jurisdiction, regardless of the nature or severity of the person's handicap. Recipients that operate a public elementary or secondary education program must also annually attempt to identify and locate unserved children with handicaps.

Provision of an appropriate education is the provision of regular or special education and related aids and services such that:

- Educational services are designed to meet handicapped children's individual educational needs as adequately as the needs of non-handicapped persons are met.
- Each handicapped child is educated with non-handicapped children, to the maximum extent appropriate to the needs of the handicapped child.
- Nondiscriminatory evaluation and placement procedures are established to guard against misclassification or misplacement of student, and a periodic reevaluation is conducted of students who have been provided special education and related services.
- Due process procedures are established so that parents and guardians can review evaluation

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[3]The Education of the Handicapped Act provides for Federal financial assistance to states to ensure that each child with handicap(s) receives a free appropriate public education. Copies of the regulation implementing the Education of the Handicapped Act may be obtained by writing to the Department of Education, Office of Special Education and Rehabilitation Services, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

and placement decisions made with respect to their children, and can participate and be represented by counsel in any subsequent impartial hearing.

Provision of a free public education requires recipients that operate a public elementary or secondary education program to provide services without cost to the handicapped person, or to his or her parents or guardians, except for those fees imposed on non-handicapped persons, parents or guardians. It also means that, if a school district is unable to provide a child with handicap(s) with an appropriate education and places or refers that child to a program it does not operate, the district is still responsible for the costs of the program, including tuition, room and board, transportation, and nonmedical care.

An appropriate education could consist of education in regular classes, education in regular classes with the use of supplementary services, or special education and related services. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by such related services as developmental, corrective, and other supportive services, including psychological counseling and medical diagnostic services.

Children with handicap(s) must also be afforded an equal opportunity to participate in nonacademic and extracurricular services and activities such as counseling, physical education, recreational athletics, transportation, health services, recipient sponsored clubs, recipient employment and assistance in obtaining outside employment. These services must be provided by the recipient in such a manner as is necessary to afford students with handicap(s) an equal opportunity for participation.

Elementary and secondary school recipients operating preschool and adult education programs must take into account the needs of qualified handicapped persons in determining the aid, benefits, or services to be provided under these programs or activities.

Recipients that operate a federally assisted private elementary or secondary school education program must admit qualified handicapped persons who, with minor adjustments, can participate in the regular program. As an example, a private elementary or secondary school would not be permitted to exclude, on the basis of blindness, a blind applicant who is able to participate in the regular program with minor adjustments. On the other hand, a recipient operating a private elementary or secondary school education program is not required to provide an appropriate education to a student with handicap(s) with special education needs if the recipient does not offer programs to meet those needs.

Postsecondary Education

The Section 504 regulation applies to postsecondary education programs and activities, including postsecondary vocational education programs and activities, that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of, such programs or activities.

For purposes of postsecondary and vocational education services, a qualified handicapped person is an individual with handicap(s) who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

The regulation enumerates specific programs and activities which postsecondary and vocational education recipients must operate in a nondiscriminatory manner. This includes, but

is not limited to: recruitment, admission, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, and transportation.

Quotas for admission of individuals with handicaps are prohibited. Recipients may not base admissions decisions on any test of criterion that has a disproportionate adverse effect on individuals with handicaps unless it has been validated as a predictor of academic success in the education program or activity in question, and alternate tests or criteria with a less disproportionate adverse affect are not shown to be available by the Assistant Secretary for Civil Rights in the Department of Education. Recipients must also assure themselves that any admissions test, administered to an applicant who has a handicap that impairs manual, sensory or speaking skill, accurately reflects that applicant's aptitude, achievement level or other factors the test purports to measure, except where those skills are the factors the test is designed to measure.

Recipients must also assure themselves that admissions tests designed for persons with impaired sensory, manual or speaking skills are offered as often and in as timely a manner as other admissions tests. Finally, recipients must assure themselves that admissions tests are administered in facilities that are, on the whole, accessible to individuals with handicaps.

Pre-admission inquiries as to whether an applicant has a handicap are prohibited, except when a recipient is taking remedial action to correct the effects of past discrimination or taking voluntary action to overcome the effects of conditions that resulted in limited participation by individuals with handicaps. In each instance, the recipient must inform the applicant of the primary purpose and voluntary nature of the inquiry and that any information provided will be

kept confidential. However, a recipient may make post-admission inquiries on a confidential basis for the purpose of determining if a handicapping condition may require accommodation.

For federally assisted programs or activities operated by postsecondary education recipients, the specific obligations with regard to students with handicaps include the following:

- Students with handicaps must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including education programs and activities not operated wholly by the recipient.
- Students with handicaps must be afforded the opportunity to participate in any course, course of study, or other part of the education program or activity offered by the recipient.
- All programs and activities must be offered in the most integrated setting appropriate.
- Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal educational opportunity. For example, modifications may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential will not be regarded as discriminatory.
- A recipient may not impose upon students with handicaps rules that have the effect of limiting their participation in the recipient's education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings.
- Students with impaired sensory, manual or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting student to obtain auxiliary aids through existing resources, such as state vocational rehabilitation

agencies and private charitable organization. In those circumstances where the recipient institution must provide the educational auxiliary aid, the institution has flexibility in choosing the effective methods by which the aids will be supplied.

- Students with handicaps must have an equal opportunity to benefit from comparable, convenient and accessible recipient housing, at the same cost as it is available to others. The availability of housing directly operated by a recipient must be in sufficient quantity and variety so that the choice of living conditions is, as a whole, comparable to that of students without handicaps. In addition, a recipient that assists any agency, organization, or person in making housing available shall assure itself that such housing is, as a whole, made available in a manner that does not result in discrimination on the basis of handicap.
- Students with handicaps must have an equal opportunity to benefit from financial assistance. A recipient may not, on the basis of handicap, provide less assistance than is provided to non-handicapped persons, limit eligibility for assistance, or otherwise discriminate. A recipient may administer or assist in administering scholarships, fellowships, or other forms of financial assistance, under wills, trusts, bequests, or similar legal instruments that require awards on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap only if the overall effect of the award of scholarships, fellowships, and other forms of financial assistance is not discriminatory on the basis of handicap.
- Students with handicaps must have an equal opportunity to benefit from programs that provide assistance in making outside employment available to students. A recipient that employs any of its students may not discriminate against students with handicaps in such employment.

- Students with handicaps must be provided an equal opportunity to participate in intercollegiate, club, and intramural athletics. Separate or different physical education and athletic activities are permitted only when these activities are provided in the most integrated setting appropriate, and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.
- Students with handicaps must be provided counseling and placement services in a nondiscriminatory manner. Specifically, qualified handicapped students must not be counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities.

Health, Welfare and Social Services

The Department of Education Section 504 regulation applies to all programs receiving financial assistance from the Department, including Department-funded health, welfare and social service programs.[4] Vocational rehabilitation programs and services are, therefore, subject to the regulation. With respect to health, welfare and social services, a qualified handicapped person is one who meets the essential eligibility requirements for receipt of service. By Federal law or executive order, vocational rehabilitation programs may be limited to certain classes of individuals with handicaps.

Providers of federally assisted health, welfare and social service programs may not, on the basis of handicap:

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[4]Health, welfare and social service programs receiving financial assistance from the U.S. Department of Health and Human Services (HHS) are subject to the Section 504 regulation promulgated by HHS.

- Deny benefits or services to qualified handicapped persons.
- Deny a qualified handicapped person an opportunity to receive benefits or services equal to that offered non-handicapped persons.
- Provide services or benefits to qualified handicapped persons that are not as effective as the benefits provided to others.
- Provide benefits or services in a manner that limits, or tends to limit, the participation of qualified handicapped persons.
- Provide unnecessarily separate benefits or services.

Agencies that provide general notice concerning benefits or services must ensure that qualified handicapped persons are given effective notice. This can be done in several ways. For example, an agency can provide notice of benefits or services with Braille messages, radio spots, and tactile devices on cards or envelopes to inform blind persons of the need to call the agency for further information.

Recipients that employ 15 or more employees must provide appropriate auxiliary aids to qualified handicapped persons when necessary to provide these persons with an equal opportunity to benefit from services. The Assistant Secretary may require a recipient with fewer than 15 employees to provide auxiliary aids where this would not significantly impair the recipient's ability to provide its benefits or services.

Agencies that operate or supervise federally assisted programs or activities for persons institutionalized because of handicap must ensure that children with handicaps, who meet certain

age requirements or for whom a state is required to provide a free and appropriate education under the Education of the Handicapped Act, are provided an appropriate education.

Employment Practices

No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity which receives Federal financial assistance.

With respect to employment, a qualified handicapped person is a person who, with reasonable accommodation, can perform the essential functions of the job in question.

The regulation prohibits discrimination in all employment related decisions in federally assisted programs, including, but not limited to, recruitment, hiring, promotion, award of tenure, layoff and rehiring, compensation, job assignments, leave, fringe benefits, training, and employer sponsored activities. This prohibition applies to employment related decisions made by the recipient directly as well as decisions made by the recipient indirectly through contractual arrangements or other relationships with organizations such as employment agencies, labor unions, organizations providing or administering fringe benefits, and organizations providing training and apprenticeship programs.

Employers must provide and pay for reasonable accommodation, as needed, to enable qualified handicapped persons to perform the essential functions of the job unless an employer can show that the accommodation would impose an undue hardship on the operation of its program. Reasonable accommodation may include making facilities used by employees accessible to and usable by individuals with handicap, job restructuring, modified work

schedules, acquisition or modification of existing equipment, and the provision of readers or interpreters. As examples, an employer may be required to provide adequate workspace and access for an employee who uses a wheelchair, or a dictaphone for an employee who has a manual impairment and whose job requires the development of written materials.

Employers may not use employment tests or other criteria that screen out or tend to screen out individuals with handicaps unless the test scores of criteria are shown to be job-related for the positions in question and unless alternative test or criteria that do not screen out or tend to screen out as many individuals with handicaps are not shown to be available by the Assistant Secretary for Civil Rights in the Department of Education. Employers must select and administer tests so as to ensure that the results reflect the applicant's or employee's ability, job skills or other factors the tests purport to measure, rather than the person's impaired sensory, manual, or speaking skills, except where those skills are the factors the test is designed to measure.

Employers cannot require pre-employment medical examinations. Employers cannot make pre-employment inquiries as to whether an applicant is handicapped, or about the extent of a handicap, unless the employer is taking remedial action to correct the effects of past discrimination, or taking voluntary action to overcome the effects of conditions that resulted in limited participation by individuals with handicaps, or taking affirmative action under Section 503 of the Rehabilitation Act.[5] However, in each instance, the recipient must inform the applicant of the primary purpose and voluntary nature of the inquiry and that any information

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[5]Section 503 requires Federal contractors to take affirmative action to hire, place, and advance qualified persons with handicap(s).

provided will be kept confidential. Employers may ask about the applicant's ability to perform job-related functions, and they may require a physical examination after they have made a conditional offer of employment, provided all entering employees are subjected to a physical examination and provided the results are not used in a discriminatory manner.

How to File a Complaint of Discrimination

Anyone who believes there has been an act of discrimination on the basis of handicap, against any person or group, in a program receiving financial assistance from the Department of Education may file a complaint with the Office for Civil Rights. A complaint should be sent to the regional office that serves the State in which the discrimination allegedly occurred (see list with addresses). A complaint must be in writing and must be signed. A complaint must also be filed within 180 days of the alleged discrimination, unless the time for filing is extended for good cause, by the Regional Civil Rights Director.

Letters of complaint should explain who was discriminated against; in what way; by whom or by what institution; when the discrimination took place; who was harmed; who can be contacted for further information; the name, address, and telephone number of the complainant and recipient; and as much background information as possible about the alleged discriminatory act. These are suggestions, not requirements. However, the Office for Civil Rights can respond more efficiently if it is well informed. OCR regional offices may be contacted for assistance in the preparation of complaints.

Department of Education

Office for Civil Rights

Regional Civil Rights Offices

Region I

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Regional Civil Rights Director
Office for Civil Rights, Region I
U.S. Department of Education
John W. McCormack Post Office and Courthouse Building
Room 222
Boston, Massachusetts 02109-4557
(617) 223-9662 TTY (617) 223-9695

Region II

New Jersey, New York, Puerto Rico, Virgin Islands

Regional Civil Rights Director
Office for Civil Rights, Region II
U.S. Department of Education
26 Federal Plaza, Room 33-130, 33rd Floor
New York, New York 10278-0082
(212) 264-4633 TTY (212) 264-9464

Region III

Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Regional Civil Rights Director
Office for Civil Rights, Region III
U.S. Department of Education
3535 Market Street, Room 6300
Post Office Box 13716
Philadelphia, Pennsylvania 19104-3326
(215)596-6772 TTY (215) 596-6794

Region IV

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Regional Civil Rights Director
Office for Civil Rights, Region IV
U.S. Department of Education
Mail to: Post Office Box 1705
101 Marietta St. Tower 27th Floor, Suite 2702
Atlanta, Georgia 30301-1705
(404) 331-2954 TTY (404) 331-7816

Region V

Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

Regional Civil Rights Director
Office for Civil Rights, Region V
U.S. Department of Education
401 South State Street - 7th Floor, Room 700C
Chicago, Illinois 60605-1202
(312) 886-3456 TTY (312) 353-2541

Region VI

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Regional Civil Rights Director
Office for Civil Rights, Region VI
U.S. Department of Education
1200 Main Tower Building, Suite 2260
Dallas, Texas 75202-9998
(214) 767-3959 TTY (214) 767-3639

Region VII

Iowa, Kansas, Missouri, Nebraska

Regional Civil Rights Director
Office for Civil Rights, Region VII
U.S. Department of Education
10220 N. Executive Hills Blvd. - 8th Floor
Post Office Box 901381
Kansas City, Missouri 64190-1381
(816) 891-8026

Region VIII

Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Regional Civil Rights Director
Office for Civil Rights, Region VIII
U.S. Department of Education
1961 Stout Street, Room 342
Denver, Colorado 80294-3608
(303) 844-5695 TTY (303) 844-3417

Region IX

Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, American Samoa

Regional Civil Rights Director
Office for Civil Rights, Region IX
U.S. Department of Education
221 Main St. - 10 Floor, Suite 1020
San Francisco, California 94105-1925
(415) 227-8040 TTY (415) 227-8124

Region X

Alaska, Idaho, Oregon, Washington

Regional Civil Rights Director
Office for Civil Rights, Region X
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, Washington 98174-1099
(206) 442-1636 TTY (206) 442-4542

APPENDIX B--AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) gives civil rights protection to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications.

I. Employment

- Employers with 15 or more employees may not discriminate against qualified individuals with disabilities. For the first two years after July 26, 1992, the date when the employment provisions of the ADA go into effect, only employers with 25 or more employees are covered.
- Employers must reasonably accommodate the disabilities of qualified applicants or employees, unless an undue hardship would result.
- Employers may reject applicants or fire employees who pose a direct threat to the health or safety of other individuals in the workplace.
- Applicants and employees are not protected from personnel actions based on their current illegal use of drugs. Drug testing is not affected.
- Employers may not discriminate against a qualified applicant or employee because of the known disability of an individual with whom the applicant or employee is known to have a relationship or association.

- Religious organizations may give preference in employment to their own members and may require applicants and employees to conform to their religious tenets.

- Complaints may be filed with the Equal Employment Opportunity Commission. Available remedies include back pay and court orders to stop discrimination.

II. Public Accommodations

- Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability, effective January 26, 1992. Private clubs and religious organizations are exempt.

- Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities so that they can have an equal opportunity to participate or benefit, unless an undue burden would result.

- Physical barriers in existing facilities must be removed if removal is readily achievable (i.e., easily accomplishable and able to be carried out without much difficulty or expense). If not, alternative methods of providing services must be offered, if those methods are readily achievable.

- All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible. Elevators are generally not

required in buildings under three stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or a professional office of a health care provider.

- Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.
- Entities such as hotels that also offer transportation generally must provide equivalent transportation service to individuals with disabilities. New fixed-route vehicles ordered on or after August 26, 1990, and capable of carrying more than 16 passengers, must be accessible.
- Public accommodations may not discriminate against an individual or entity because of the known disability of an individual with whom the individual or entity is known to have a relationship or association.
- Individuals may bring private lawsuits to obtain court orders to stop discrimination, but money damages cannot be awarded.
- Individuals can also file complaints with the Attorney General who may file lawsuits to stop discrimination and obtain money damages and penalties.

III. Transportation

Public bus systems

- New buses ordered on or after August 26, 1990, must be accessible to individuals with disabilities.
- Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
- New bus stations must be accessible. Alterations to existing stations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations.
- Individuals may file complaints with the Department of transportation or bring private lawsuits.

Public rail systems

- New rail vehicles ordered on or after August 26, 1990, must be accessible.
- Existing rail systems must have one accessible car per train by July 26, 1995.
- New rail systems must have one accessible car per train by July 26, 1995.
- New rail stations must be accessible. As with new bus stations, alterations to existing rail stations must be made in an accessible manner.

- Existing "key stations" in rapid rail, commuter rail, and light rail systems must be made accessible by July 26, 1993, unless an extension of up to 20 years is granted (30 years, in some cases, for rapid and light rail).
- Existing intercity rail stations (Amtrak) must be made accessible by July 26, 2010.
- Individuals may file complaints with the Department of Transportation or bring private lawsuits.

Privately operated bus and van companies

- New over-the-road buses ordered on or after July 26, 1996 (July 26, 1997, for small companies), must be accessible. After completion of a study, the President may extend the deadline by one year, if appropriate.
- Other new vehicles, such as vans, must be accessible, unless the transportation company provides service to individuals with disabilities that is equivalent to that operated for the general public.
- Other private transportation operations, including station facilities, must meet the requirements for public accommodations.
- Individuals may file complaints with the Attorney General or bring private lawsuits under the public accommodations procedures.

IV. State and local government operations

- State or local governments may not discriminate against qualified individuals with disabilities. All government facilities, services, and communications must be accessible

consistent with the requirements of section 504 of the Rehabilitation Act of 1973.

- Individuals may file complaints with Federal agencies to be designated by the Attorney General or bring private lawsuits.

V. Telecommunications Relay Services

- Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDD) or similar devices.
- Individuals may file complaints with the Federal Communications Commission.

This document is available in the following accessible formats: Braille, large print, audiotape, electronic file on computer disk and electronic bulletin board by dialing (202) 514-6193.

For additional information contact:

Coordination and Review Section
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118

(202) 514-0301 (Voice)
(202) 514-0381 (TTY)
(202) 514-0383 (TTY)

APPENDIX C--TYPES, CAUSES AND EFFECTS OF HEARING LOSS

Types

Conductive hearing losses are caused by diseases or obstructions in the outer or middle ear (the conduction pathways for sound to reach the inner ear). Conductive hearing losses usually affect evenly all frequencies of hearing and do not result in severe losses. A person with a conductive loss usually is able to use a hearing aid well, or can be helped medically or surgically.

Sensorineural hearing losses result from damage to the delicate sensory hair cells of the inner ear or the nerves which supply it. These hearing losses can range from mild to profound. They often affect certain frequencies more than others. Thus, even with amplification to increase the sound level, the hearing-impaired person perceives distorted sounds. This distortion accompanying some forms of sensorineural hearing loss is so severe that successful use of a hearing aid is impossible.

Mixed hearing losses are those in which the problem occurs both in the outer and inner ear.

Central hearing loss results from damage or impairment to the nerves or nuclei of the central nervous system, either in the pathways to the brain or in the brain itself.

Causes

Among the causes of deafness are heredity, accident and illness. An unborn child can inherit hearing loss from the parents. In about 50% of all cases of deafness, genetic factors are a probable cause of deafness. Environmental factors (accident, illness, ototoxic drugs, etc.) are responsible for deafness in the remaining cases. Rubella or other viral infections contracted by the pregnant mother may deafen an unborn child. Hazards associated with the birth process (for example, a cut-off in the oxygen supply) may affect hearing. Illness or infection may cause deafness in young children. Constant high noise levels can cause progressive and eventually severe sensorineural hearing loss as can tumors, exposure to explosive sounds, heavy medication, and/or injury to the skull or ear.

Central hearing loss may result from congenital brain abnormalities, tumors, or lesions of the central nervous system, strokes, or some medications that specifically harm the ear.

The detection and diagnosis of hearing impairment have come a long way in the last few years. It is now possible to detect the presence of hearing loss and evaluate its severity in a newborn child. While medical and surgical techniques of correcting conductive hearing losses have also improved, medical correction for sensorineural hearing loss has been more elusive. Current research on a cochlear implant which provides electrical stimulation to the inner ear may lead to important improvements in the ability to medically correct profound sensorineural hearing loss.

Degree of loss	Description	Children		Adults	
		Effect	Referral	Effect	Referral
0 - 15 dB.	Normal	None	None	None	None
15 - 25 dB.	Slight	May have difficulty with faint or distant speech and in group situations; may result in delay in speech and language acquisition for very young children and/or learning disability; inattention.	Frequent otologic and audiologic monitoring; consideration of need for hearing aid; may need speechreading, auditory training, speech therapy and/or language therapy; preferential seating; family counseling may be indicated.	May have problems in difficult listening situations (groups, noise).	Consideration of need for hearing aid; may need speechreading, auditory training, speech therapy and/or language therapy; preferential seating.
25 - 50 dB.	Mild	Difficulty with faint or distant speech and in group situations; may have speech problems or language delay and/or learning disability; inattention.	Frequent otologic and audiologic monitoring; consideration of need for hearing aid; may need speechreading, auditory training, speech therapy and/or language therapy; preferential seating; family counseling may be indicated.	May have problems in difficult listening situations.	Frequent otologic and audiologic monitoring; consideration of need for hearing aid; may need speechreading, auditory training, speech therapy and/or language therapy; preferential seating.
40 - 65 dB.	Moderate	Speech problems, language retardation, learning disability, inattention, conversation must be loud to be understood, difficulty in group situations, increasing difficulty in school.	Hearing aid, auditory training, speechreading, speech therapy, language therapy; may need tutoring and/or special educational placement; family and individual counseling may be indicated.	May have speech problems; conversation must be loud to be understood, problems in group and other difficult listening situations, dependence on visual cues.	Consideration for hearing aid, speech therapy, speechreading, special consideration (seating, lighting, noise and other); family and individual counseling may be needed.
65 - 95 dB.	Severe	May hear only loud speech; may be able to identify environmental sounds; may be able to discriminate vowels but not consonants; speech and oral language may not develop spontaneously if loss occurs prior to age 3; speech and language problems.	Hearing aid; special educa-tional placement with emphasis on language development, speechreading, speech-auditory training; may need total communication; early education program indicated; family and individual counseling may be needed.	Will not hear conversational speech; may be able to identify environmental sounds, speech may deteriorate, heavy reliance on visual cues.	All of above; personal counseling, vocational evaluation and rehabilitation may be indicated; interpreting and other accommodations may be necessary; family counseling may be needed.
95 + dB.	Profound	May hear some loud sounds but more aware of vibration; vision primary avenue for communication; speech and oral language will not develop spontaneously.	Special education program with emphasis on language skills, concept development, speech-reading and auditory training; may need total communication; may benefit from hearing aid; family and individual counseling may be needed.	May hear some loud sounds but more aware of vibration; vision primary avenue for communication; speech may deteriorate.	All of above.

BEST COPY AVAILABLE

APPENDIX D--OHIO ALLIANCE OF COMMUNITY CENTERS FOR THE DEAF

AKRON (Summit/Portage/Medina/Stark/Wayne)
Community Services for the Deaf
212 E. Exchange St.
Akron, OH 44304
216.376.9494 V
216.376.9351 TTY
216.376.4525 FAX
Exec. Dir.: Robert Labbe
Interp. Coord.: Joanna Bowers

CANTON
Family Service, Inc.
101 Cleveland Ave. NW, Ste.300
Canton, OH 44702
216.454.7066 V
216.454.7952 TTY
216.454.9427 FAX
Exec. Dir.: Eve Brown
CCD Coord.: Colleen Schwabe

CINCINNATI (Hamilton/Clermont/Butler/Warren/Brown/)
Cincinnati Speech & Hearing Center
3021 Vernon Pl.
Cincinnati, OH 45219
513.221.0527 V
513.221.3300 TTY
513.221.1703 FAX
Exec. Dir.: Dr. Carol P. Leslie
CCD Coord.: Bob Coltrane

CLEVELAND
(Cuyahoga/Geauga/Lake/Lorain)
Cleveland Hearing & Speech Center
Community Services f/t Deaf &
Hard of Hearing
11206 Euclid Ave.
Cleveland, OH 44106
216.231.8787 V/TTY
216.231.7141 FAX
Exec. Dir.: Bernard Henri, Ph.D.

ELYRIA
Community Center f/t Deaf
220 Overland Rd.
Elyria, OH 44035
216.277.5764 or 324.4416 V/TTY
Interp. Coord.: Mary Earley

COLUMBUS
(Franklin/Licking/Delaware/Fairfield/Madison/Pickaway)
Deaf Services Center
1384 Grandview Ave., Ste. 225
Columbus, OH 43212
614.487.0700 V/TTY
614.487.3341 FAX
Exec. Dir.: Michael Repas
Adm. Dir.: Carole Francis

DAYTON/SPRINGFIELD
(Montgomery/Greene/Preble/
Darke/Miami/Shelby/Logan/Champaign/Clark)
Dayton Family Service Association
184 Salem Ave.
Dayton, OH 45406
513.222.9481 V
513.222.7921 TTY
513.222.3710 FAX
Exec. Dir.: Mark Pierman
CCD Coord./Dir.: Valerie Kapp
Interp. Coord.: Jean Kunz

Clark County CSD
2253 Olympic
Springfield, OH 45503
513.399.9263 V/TTY
Coord.: Bonnie Smith

LORAIN
Hearing Impaired Services of Lorain Co.
1917 North Ridge Road, Ste. D
Lorain, OH 44055
216.277.4602 V/TTY
216.277.4627 FAX
Exec. Dir.: Bernard Henri, Ph.D.
CCD Coord.: Mary Earley

MANSFIELD
(Richland/Huron/Ashland/Crawford/Morrow/Knox)
Community Center f/t Deaf
270 Sterkel Blvd.
Mansfield, OH 44907
419.756.1133 V/TTY
419.756.6544 FAX
Exec. Dir.: Robert Linstrom
CCD Coord./Dir.: Linda Kafer

PORTSMOUTH
CSDHH
902 Washington St.
Portsmouth, OH 45662
614.354.8139 V
614.353.7774 TTY
614.353.2981 FAX
Exec. Dir.: Kevin Stinpert
CCD Coord.: Betty McNamara

SPRINGFIELD
West Central Ohio Hearing & Speech Ctr.
2612 Elmore Dr.
Springfield, OH 45505
513.323.0131 (Answering Service, V/TTY)
513.323.9932 TTY
513.324.3293 FAX
Exec. Dir.: Doug Lineberger
CCD Coord.: Theresa Handchue
Interp. Coord.: Pam Funderberg

STEUBENVILLE
(Jefferson/Carrol/Harrison/Belmont/Tuscarawas)
Family Service Association
248 N. Fifth S.
Steubenville, OH 43952
614.283.4763 V/TTY
614.283.2929 FAX
Exec. Dir.: Michael S. David
CCD Coord./Dir.: Terry Jenning
Interp. Coord.: Regina Dradford Burke

TOLEDO (Lucas/Wood/Ottawa/Fulton)
The Ability Center of Greater Toledo
5606 Monroe St.
Sylvania, OH 43560
419.885.5733 V
419.882.2387 TTY
419.882.4813 FAX
Exec. Dir. Richard Gunden
CCD Coord./Dir.: Jimmy Beldon
Interp. Coord.: Helen Shiemke

YOUNGSTOWN (Mahoning/Trumbull/Columbiana)
Youngstown Hearing & Speech Center
Program of Special Services f/t Deaf
6505 Market St.
Youngstown, OH 44512
216.726.8855 V
216.726.8391 TTY
216.726.9182 FAX
Exec. Dir.: Dan Winkle
CCD Coord.: Sandy Frye-Leland
Interp. Coord.: Randy Hogue

APPENDIX E--OHIO REHABILITATION SERVICES COMMISSION

Bureau of Vocational Rehabilitation

Robert L. Rabe, Administrator
400 E. Campus View Blvd., Columbus, Ohio 43235-4604
1-800-282-4536 or 1-614-438-1200

AKRON BVR, 161 S. High St., Ste. 103-B, Akron, Ohio 44308-1603
Voice (216) 643-3080
TTY (216) 643-3090
FAX (216) 643-3084

ATHENS BVR, 1005 E. State St., Athens, Ohio 45701
Voice (614) 593-6608
TTY (614) 592-3066
FAX (614) 592-1571

BOWLING GREEN BVR, 441 Frazee, Ste. B, Bowling Green, Ohio 43402
Voice (419) 353-8471
TTY (419) 352-5886
FAX (419) 353-0716

CANTON BVR, 101 Cleveland Ave. NW, Ste. 1, Canton, Ohio 44702-1707
Voice (216) 438-0500
TTY (216) 438-0555
FAX (216) 438-0566

CINCINNATI AREA BVR, 7710 Reading Rd., Ste. 003, Cincinnati, Ohio 45237-2899
Voice (513) 821-1484
TTY (513) 852-3424
FAX (513) 821-2159

CLEVELAND EAST BVR, 3101 Euclid Ave., Ste. 430, Cleveland, OH 44115-2521
Voice (216) 432-3943
TTY (216) 432-3943

COLUMBUS BVR, 899 E. Broad St., Ste. 202, Columbus, Ohio 43205-1191
Voice (614) 466-7890
TTY (614) 466-9846
FAX (614) 466-9818

DAYTON AREA BVR, 111 W. First St., Ste. 303B, Dayton, Ohio 45402-1105
Voice (513) 285-6370
TTY (513) 285-6373
FAX (513) 285-6414

LORAIN BVR, 2173 Northridge Rd. E, Lorain, Ohio 44055
Voice (216) 240-1060
TTY (216) 240-1060
FAX (216) 240-1064

LIMA BVR, 924 North Cable Rd., Lima, Ohio 45805-1798
Voice (419) 228-1421
TTY (419) 224-9957
FAX (419) 227-5503

MANSFIELD BVR, One Marion Ave., Rm 215, Mansfield, Ohio 44903
Voice (419) 522-5990
TTY (419) 522-5990
FAX (419) 526-5865

PAINESVILLE BVR, 1640 W. Jackson St., PO Box 620, Painesville, Ohio 44077-0620
Voice (216) 352-6271
TTY (216) 946-6723
FAX (216) 352-1292

PORTSMOUTH BVR, 4304 Old Scioto Trail, Portsmouth, Ohio 45662
Voice (614) 354-7951
TTY (614) 354-7951
FAX (614) 353-2789

SPRINGFIELD BVR, 2253 Olympic St., Springfield, Ohio 45503-2794
Voice (513) 399-9263
TTY (513) 399-9263
FAX (513) 399-9440

ST. CLAIRSVILLE BVR, 51461 Jennifer Lane, St. Clairsville, Ohio 43950-1597
Voice (614) 695-0404
TTY (614) 695-0404
FAX (614) 695-0456

STEUBENVILLE BVR, 500 Market St., Ste. 310, Steubenville, Ohio 43952-2888
Voice (614) 282-3611
FAX (614) 282-6640

TOLEDO AREA BVR, One Government Ctr., Ste. 1063, Toledo, Ohio 43604-1537
Voice (419) 245-2960
TTY (419) 245-2960
FAX (419) 245-2983

WARREN BVR, 1212 Todd Ave. NW, Warren, Ohio 44485
Voice (216) 373-1937
TTY (216) 373-1937
FAX (216) 393-5026

ZANESVILLE BVR, 601 Underwood St., Ste. D, Zanesville, Ohio 43701-3771
Voice (614) 453-0673
TTY (614) 453-0673
FAX (614) 452-8449

APPENDIX F--BOOKS AND RESOURCES

GALLAUDET BOOKSTORE CATALOG 1991-1992
Gallaudet University Bookstore
800 Florida Ave., N.E.
Washington, D.C. 20002-3695

English Education Materials

It's Your Turn Now: Using Dialogue Journals with Hearing-Impaired Students.
Cindy Puthoff, Susan Sears, Jean Slobodzian, and Jane Staton #A0359 130 pgs., $9.95.

Working on Words. John F. Canney, J. Philip Golderg, and Diane D. O'Connor #A0068 260 pgs., $19.95.

None So Deaf. Sarah Val

#A0411	Teacher's Guide	$4.95
#A0410	Student Book	$12.95

Practical English Structure. Maria Beth Bordman, Patricia Lynn Byrd, and Bernadine Schlien.

Volume One		
#A0062	200 pages	$15.95
Volume Two		
#A0063	224 pages	$15.95
Volume Three		
#A0064	219 pages	$15.95
Volume Four		
#A0065	210 pages	$15.95
Volume Five		
#A0066	344 pages	$15.95

Structured Tasks for English Practice (STEP). Elaine Costello, Leonard Lane, and Ivey Pittle.

Articles		
#A0078	Workbook	$4.50
#A0089	Teacher's Guide	$6.00
Nouns		
#A0079	Workbook	$4.50
#A0090	Teacher's Guide	$6.00

Verbs: Past, Present, Future
#A0080 Workbook $4.50
#A0091 Teacher's Guide $6.00
Adjectives and Linking Verbs
#A0081 Workbook $4.50
#A0092 Teacher's Guide $6.00
Pronouns
#A0082 Workbook $4.50
#A0093 Teacher's Guide $6.00
Prepositional Phrases
#A0083 Workbook $4.50
#A0094 Teacher's Guide $6.00
Adverb Clauses
#A0084 Workbook $4.50
#A0095 Teacher's Guide $6.00
Conjunctions-Compound and Complex Sentences
#A0085 Workbook $4.50
#A0095 Teacher's Guide $6.00
Infinitives and Gerunds
#A0086 Workbook $4.50
#A0096 Teacher's Guide $6.00
Writing Sentences
#A0087 Workbook $4.50
Diagnostic Test
#A0088 Set of 10 copies $4.50

Analyzing Syntax and Semantics. Virginia A. Heidinger, TXTBK: ISBN 0-913580-91-0, 248 pgs., $24.95, Stock No. 2740.

Practical English Structure. Marcia Beth Bordman, Lynn Byrd, and Bernadene Schlien
Each volume $15.95

Volume One		
ISBN 0-913580-66-X	200 pages	Stock No. 2710
Volume Two		
ISBN 0-913580-67-8	224 pages	Stock No. 2711
Volume Three		
ISBN 0-913580-68-6	220 pages	Stock No. 2712
Volume Four		
ISBN 0-913580-69-4	210 pages	Stock No. 2713
Volume Five		
ISBN 0-913580-70-8	344 pages	Stock No. 2714
Complete Set		
ISBN 0-913580-65-1	$65.00	Stock No. 2715

STRUCTURED TASKS FOR ENGLISH PRACTICE (STEP SERIES)

Adjectives and Linking Verbs	
Workbook	$4.50
Teacher's Guide	$6.00
Adverb Clauses	
Workbook	$4.50
Teacher's Guide	$6.00
Articles	
Workbook	$4.50
Teacher's Guide	$6.00
Conjunctions - Compound and Complex Sentences	
Workbook	$4.50
Teacher's Guide	$6.00
Infinitives and Gerunds	
Workbook	$4.50
Teacher's Guide	$6.00
Nouns	
Workbook	$4.50
Teacher's Guide	$6.00
Prepositional Phrases	
Workbook	$4.50
Teacher's Guide	$6.00
Pronouns	
Workbook	$4.50
Teacher's Guide	$6.00
Verbs: Past, Present and Future	
Workbook	$4.50
Teacher's Guide	$6.00
Writing Sentences	
Workbook	$4.00
Teacher's Guide	$6.00
Complete Set	
10 Workbooks	$40.00
9 Teacher's Guides	$45.00
Diagnostic Test	
Set of 10	$ 4.50

Deaf Culture/Deaf Perspective

Outsiders in a Hearing World. Paul C. Higgins, #A0281, 240 pgs., $16.95.

A Deaf Adult Speaks Out. Leo M. Jacobs, #A0106, 184 pgs., $12.95.

Deaf Heritage: A Narrative History of Deaf America. Jack R. Gannon, #A0202, 483 pgs., $19.95.

The Other Side of Silence: Sign Language and the Deaf Community in America. Arden Neisser, #A1339, 256 pgs., $12.95.

In This Sign. Joanne Greenberg, #A3779, 275 pgs., $8.95.

Deaf Like Me. Thomas S. and James P. Spradley, #A0120, 292 pgs., $10.95.

Perspectives on Deafness. Merv Garretson-Ed., #A5869 158 pgs., $19.95.

They Grow in Silence: Understanding Deaf Children and Adults. Eugene D. Mindel and McCay Vernon-Eds., #A4357, 204 pgs., $24.95.

Approaching Equality. Frank Bowe-Ed., #A5974, 112 pgs., $12.95.

T.J. Publishers, Inc.
817 Silver Spring Ave., Suite 206
Silver Spring, Maryland 20910-4617

A Free Hand: Enfranchising Education of the Deaf. Margaret Walworth and Donald F. Moores-Eds., 1991, softcover, approx. 250 pgs., $16.95.

Deaf in America: Voices from a Culture. Carol Padden and Tom Humphries, 1988, Harvard University Press, softcover only, 160 pgs., $8.95.

American Deaf Culture: An Anthology. Sherman Wilcox-Ed., 1989, Linstok Press, 378 pgs., $18.95.

Meeting the Challenge: Hearing Impaired Professional in the Workplace. Alan B. Crammatte, 1987, Gallaudet University Press, 197 pgs., $24.95.

*Prices effective June 1992

APPENDIX G--AMERICAN SIGN . . . LANGUAGE?

Linguists have found that defining language is not an easy task. However, there have been some definitions of language developed that many professionals accept as a framework for deciding whether a communication system is or is not a language. One widely accepted definition is:

> A language is a system of relatively arbitrary symbols and grammatical signals that change across time and that members of a community share and use for several purposes: to interact with each other, to communicate their ideas, emotions, and intentions, and to transmit their culture from generation to generation.

American Sign Language (ASL), the preferred language of deaf people in the United States of America, has come under much attention in the past few decades, and has been researched to establish whether or not it is an actual language.

ASL is a system of relatively arbitrary symbols and grammatical signals. Symbols, which all languages have, are words or signs that represent something else. For example, in English, the word 'cat' represents a certain kind of four legged, furry animal. Likewise, ASL has a sign for 'cat' that uses the thumb and index finger together, and this hand shape is moved along side the face tracing the whiskers. Understand, this sign looks similar to the object it is referring to and is therefore called an iconic sign.

However, most signs are arbitrary, as they do not look similar to the object they represent. An example of an arbitrary sign is the sign that uses the index finger tapping on the front teeth meaning 'glass' (as in the glass of a window). Charlotte Baker and Dennis Cokely, published researchers of ASL, note that the vast majority of signs in ASL are arbitrary

as no language can be wholly iconic. If a language were so, it would limit its speaker's discussions to objects that could be drawn, mimed or gestured. Furthermore, anyone would be able to understand the language without having studied it.

Showing how the symbols of a language relate to one another in a sentence is done by using grammatical signals. To varying degrees, the two methods a language might employ to show symbol relationship are word/sign order or inflection. ASL depends more on inflection to show sign relationship than the actual order of the signs. This means that ASL changes the form of a sign to show how it relates to the other signs used in the sentence. If a signer of ASL wanted to inform someone that a man named John turned his head and allowed his eyes to focus on Sue, the signer would first index the spatial relationship of John and Sue. Once establishing the whereabouts of the two parties involved, the signer would then have to alter the sign for 'to look at' to show who is the subject and object,, respectively.

Conversely, some languages tend to put the words/signs in a certain order to show word/sign relationship. If a speaker of English wants to relay the same information as above, the speaker might say, "John looked at Sue". The listener knows who did the looking merely by the order of the words. The speakers of both languages have accomplished the mission of informing the actions of John by employing the symbols of their languages and arranging them in the appropriate grammatical signal system. Although native users of a language perfunctorily follow the rules of that language, the rules are never steadfast. Just as human beings must adapt to an ever changing environment, so must a language. If a language does not successfully adapt to the needs of a community, it will cease to be spoken/signed.

ASL has been found to change across time. French Sign Language (FSL) is found in the annals of ASL, but if a user of ASL and a user of FSL would meet today, the conversation would be severely limited. There have been identifiable changes in ASL that have occurred over time, some of those changes are the following: 1) body movements, facial expressions, and environmental contacts are reduced, focusing information on the hands; 2) signs near the face move outward and become one-handed while signs in front of the body move toward the body and become two-handed; 3) signs with both hands moving tend to acquire the same hand shape; 4) signs compound by having two concepts (i.e., BOY-SAME) that were signed differently lose part of either the first or second sign to become more fluid (BROTHER); and 5) signs with similar meanings take on similar aspects of formation (i.e., signs related to feelings tend to be signed in the same location on the chest).

For an example of how signs change, look at the history of the sign for 'blind'. The former sign for 'blind' was signed by using two straight fingers pointing into the signer's closed eyes, then walking about unstably. The current sign is simply the index and middle fingers bent, pointing into the signer's open eyes while the signer remains stationary. The changes any language experiences are the result of the use of the language by the members of a community.

ASL is a language that members of a community share. A community is a group of people who live in a particular locale, share common goals and work toward achieving those goals. People who share a specific culture are often considered members of a specific community. This is the case with the Deaf Community. Culturally deaf people, and hearing people who support and identify with deaf people, comprise the Deaf Community. As stated, the hearing people in this community must know ASL because the core members of the community

are those who are culturally deaf and expect members to use the preferred language.

ASL is shared in the Deaf Community so that members can interact with each other and communicate their ideas, emotions and intentions. Deaf people have praised ASL for its ease of use, and most feel that although English is understood by many deaf people, ASL is the language of choice. Deaf people who use ASL do not have to rely on any other language as ASL serves all functions of communication for a deaf person who chooses to use it.

It is easy to understand that a language serves its speech community as a vehicle for communication. There is, however, an often overlooked role of language. Language and culture are intertwined to such an extent that culture is learned through language and language is learned through culture. ASL is used to transmit the Deaf culture from one generation to the next. It is the unique ability and goal of a culture to groom its members to maintain cohesiveness and a sense of identity over time. Deaf culture teaches deaf people how to survive in a silent environment. This function of their language serves the Deaf Community in such a way that deaf people can pass on their values, goals and identity to the next generation.

American Sign Language and the community of deaf people who use it, have been studied by many linguists. By comparing American Sign Language with a widely accepted definition of language, it has been found that American Sign Language satisfies the criteria of a formal language.

APPENDIX H--RID CODE OF ETHICS*

The Registry of Interpreters for the Deaf, Inc. refers to individuals who may perform one or more of the following services:

Interpret

Spoken English to American Sign Language

American Sign Language to Spoken English

Transliterate

Spoken English to Manually Coded English/Pidgin Sign English

Manually Coded English/Pidgin Sign English to Spoken English

Spoken English to Paraphrased Non-audible Spoken English

Gesticulate/Mime, etc.

Spoken English to Gesture, Mime, etc.

Gesture, Mime, etc. to Spoken English

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide the interpreter/transliterator, the consumers (hearing and hearing impaired) and the profession, as well as to insure for all, the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and all certified non-members.

While these are general guidelines to govern the performance of the interpreter/ transliterator generally, it is recognized that there are ever increasing numbers of highly specialized situations that demand specific explanation. It is envisioned that the R.I.D., Inc. will issue appropriate guidelines.

1) Interpreter/transliterators shall keep all assignment-related information strictly confidential.

2) Interpreter/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker. Using language most readily understood by the person(s) whom they serve.

3) Interpreter/transliterators shall not counsel, advise, or interject personal opinions.

4) Interpreter/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

5) Interpreter/transliterators shall request compensation for services in a professional and judicious manner.

6) Interpreter/transliterators shall function in a manner appropriate to the situation.

7) Interpreter/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field.

8) Interpreter/transliterators, by virtue of membership in or certification by the R.I.D., Inc., Shall strive to maintain high professional standards in compliance with the code of ethics.

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APPENDIX I--NATIONAL ORGANIZATIONS SERVING DEAF PEOPLE

AG Bell Association for the Deaf, Inc.
3417 Volta Pl. NW
Washington, DC 20007
202-337-5220

American Association of the Deaf-Blind
814 Thayer Ave.
Silver Spring, MD 20910
301-588-6545

American Athletic Association of the Deaf
1134 Davenport Dr.
Burton, MI 48529
313-239-3962

American Deafness & Rehab Association
PO Box 55369
Little Rock, AR 72225
501-375-6643

American Society for Deaf Children
814 Thayer Ave.
Silver Spring, MD 20910
301-585-5400

American Society of Deaf Social Workers
3031 Monroe St. NE
Washington, DC 20018
202-526-7075 202-373-7215

American Speech Language Hearing Association
10801 Rockville Pike
Rockville, MD 20802
800-638-8255 301-897-5700

Captioned Films for the Deaf
5000 Park St. N
St. Petersburg, FL 33709
813-541-7571 800-237-6213

Captioning and Adaption Branch
330 C St. SW #4088
Washington, DC 20202
202-732-1172 202-732-1169

Captions, Inc.
2479 Lanterman Terrace
Los Angeles, CA 90039
213-665-4860

Conf. of Educational Administrators
800 Florida Ave. NE
Washington, DC 20002
202-651-5342 202-651-5015

Convention of American Instructors of the Deaf
PO Box 2163
Columbia, MD 21045
301-461-9988

Deafness and Communicative Disorders
330 C St. SW #3221
Washington, DC 20202
202-732-1298

Episcopal Conference of the Deaf
51 Woodale Rd.
Philadelphia, PA 19118
215-247-2245

Gallaudet U Alumni Association
Alumni House 800 Florida Ave. NE
Washington, DC 20002
202-651-5030

Gallaudet University National Information Center on Deafness
800 Florida Ave. NE
Washington, DC 20002
202-651-5052

Helen Keller National Center
111 Middle Neck Rd
Sands Point, NY 11050
516-944-8900

House Ear Institute
256 S. Lake
Los Angeles, CA 90057
213-484-2642

International Catholic Deaf Association Headquarters
814 Thayer Ave.
Silver Spring, MD 20910
301-588-4009

International Lutheran Deaf Association
1333 S. Kirkwood Rd.
St. Louis, MO 63122
314-965-9917

John Tracy Clinic
806 W. Adams Blvd.
Los Angeles, CA 90007
800-522-4582 213-747-2924

Jr National Association of the Deaf
445 N. Pennsylvania St. #804
Indianapolis, IN 46204
317-638-1715

National Center for Law and the Deaf
7th & Florida Ave. NE
Washington, DC 20002
202-651-5373

National Association of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910
301-587-1788

National Black Deaf Advocates, Inc.
PO Box 2504
Washington, DC 20013
301-559-5398

Natl Catholic Office of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910
301-587-7992

National Congress for the Jewish Deaf
250 Jay St. #M210
Brooklyn, NY 11201
718-673-8107

National Cued Speech Association
PO Box 31345
Raleigh, NC 27622
919-828-1218

National Deaf Bowling Association
9244 E. Mansfield Ave.
Denver, CO 80237
303-771-9018

National Fraternal Society of the Deaf
1300 W. Northwest Hwy
Mt. Prospect, IL 60056
800-876-6373 312-392-1409

National Technical Institute for the Deaf
1 Lomb Memorial Dr.
Rochester, NY 14623
716-624-4268 716-475-6418

National Theatre of the Deaf
5 W Main St.
Chester, CT 06412
203-526-4974

Quota International, Inc.
1420 21st St. NW
Washington, DC 20036
202-331-9694

Registry of Interpreters for the Deaf Inc.
51 Monroe St. #1107
Rockville, MD 20850
301-279-0555

Self Help for Hard of Hearing People Inc.
7800 Wisconsin Ave.
Bethesda, MD 20814
301-657-2249

Telecommunications for the Deaf Inc.
814 Thayer Ave
Silver Spring, MD 20910
301-589-3006

The Deafness Research Foundation
9 E 38 St., 7th Floor
New York, NY 10016
800-535-DEAF 212-684-6559

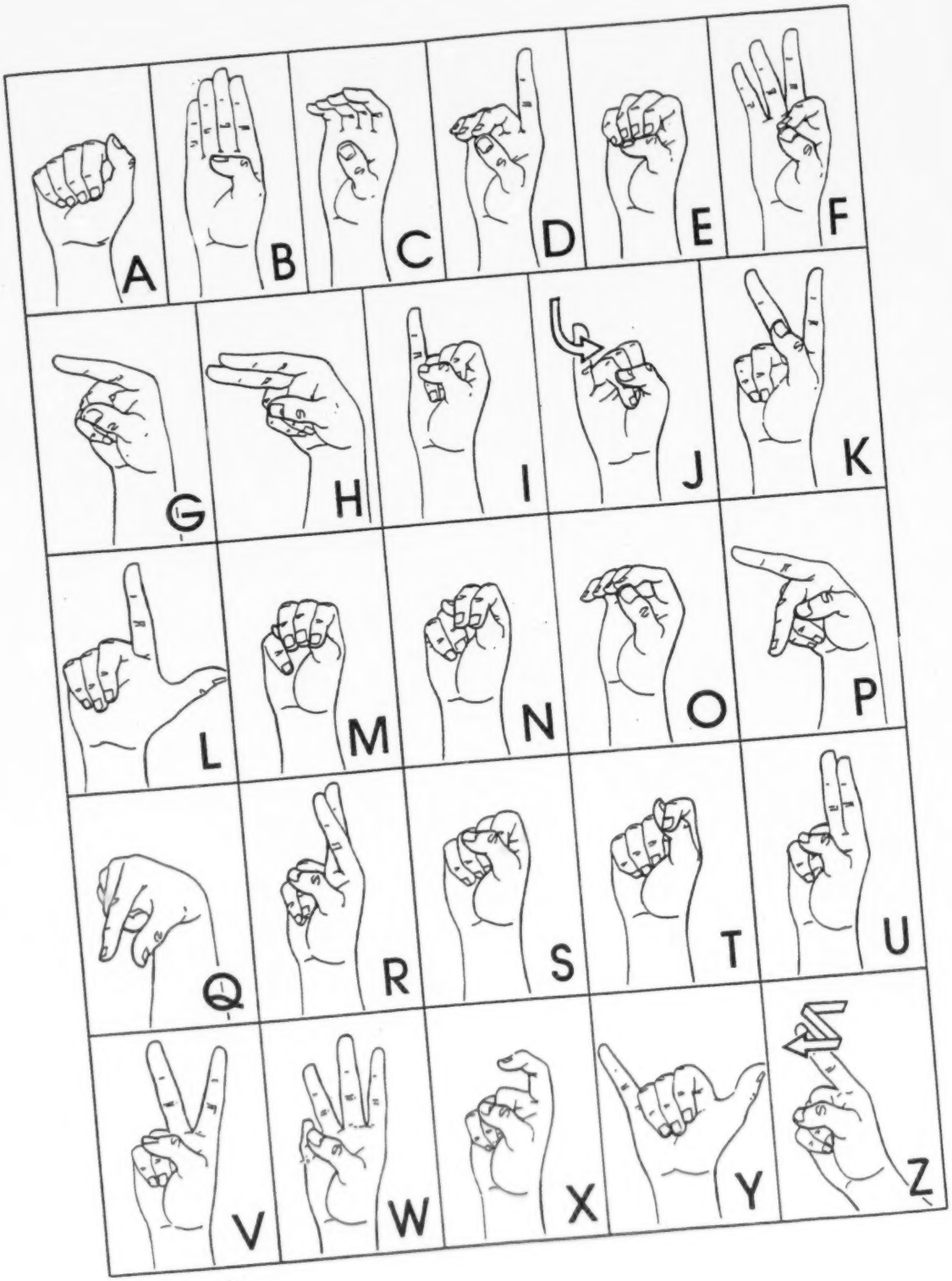
The National Rehabilitation Info Center
8455 Colesville Rd. #935
Silver Spring, MD 20910
301-588-9284 800-34-NARIC

TRIPOD
955 N. Alfred St.
Los Angeles, CA 90069
800-346-8888/CA 800-352-8888

US Deaf Skiers Association, Inc.
800 Florida Ave. NE Box USA
Washington, DC 20002
202-651-5255

World Recreation Assn of the Deaf, Inc.
PO Box 3211
Quartz Hill, CA 93536-0211
805-943-8879

APPENDIX J--ASL MANUAL ALPHABET



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